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ABSTRACT

The handbook details techniques and approaches for teaching adolescent Laotian and Cambodian refugees, aged 10-17, to read. It evolved from a workshop for teachers of English as a Second Language (ESL) in which 17 such students participated. The book begins by looking at reading as a psycholinguistic guessing game, then proceeds to classroom diagnostic and instructional concerns, illustrated with experiences from the workshop. Sections address the following issues: methods used to diagnose reading skills; creation of a profile of refugee students participating in the workshop, particularly with regard to reading skill strengths and areas needing strengthening; a variety of specific teaching procedures, games, and materials; the language experience approach to reading instruction; and characteristics of Laotian and Cambodian adolescents. Appended materials include background information on the languages of Indochinese refugees; a list of supplementary materials on refugee education; an annotated bibliography on teaching ESL to illiterate teenagers; lists of sources for Lao, Hmong, and Cambodian materials; general references for teaching ESL; and sample permission letters to parents in English, Laotian, and Cambodian. (MSE)

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Teaching Pre- and Semi-Literate Laotian and Cambodian Adolescents To Read

Helpful Hints

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Basic Skills Branch
Division of Instruction
Maryland State Department of Education

Teaching Pre- and Semi-Literate Laotian and Cambodian Adolescents To Read

Helpful Hints

by
Charles R. Hancock
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Funded under the Transition Program for Refugee Children,
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The opinions and information presented in this handbook do not necessarily reflect the policies or opinions of the Maryland State Department of Education.

The staff and participants are grateful to the ESOL staff of the Prince George's County School System for their invaluable help and cooperation in servicing the needs of the students, most of whom were enrolled in the Rolling Crest Junior High School in Prince George's County. All of the students were either Laotian or Cambodian.

A particular note of thanks is extended to Dr. Maurice Early and the summer school staff at Northwestern High School for facilitating and furnishing a realistic setting for the workshop.

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Preface

There is a growing number of limited-English-speaking people in the State of Maryland. Many of these people are recent immigrants and refugees and often have limited schooling when they arrive. It is particularly difficult to work with adolescents at this stage of their development because of lack of knowledge about their background and needs. We are often limited because we do not speak the language of the student and because he/she may have limited English language skills. All of these problems are compounded when the adolescents are also either illiterate or semi-literate. This was the case with the seventeen students with whom we worked during this workshop.

The main purpose of this workshop was to help improve the teaching of reading to illiterate and semi-literate adolescents (approximate ages 10 to 17 years). All of the students were either Laotian or Cambodian. The two phases of this workshop included instruction and materials development.

The staff hopes that this handbook will be useful to other persons who need or want to develop skills in working effectively with students with English language proficiency similar to that of the students who participated in our workshop.

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I. Purpose of the Handbook

This handbook, *Teaching Pre- and Semi-Literate Laotian and Cambodian Adolescents to Read: Helpful Hints,* is an outgrowth of a summer workshop for ESOL teachers. The experience of working with a group of ESOL adolescents provided a wealth of insights which the instructors and teachers wish to share with other interested individuals.

It is hoped that the handbook will be useful to those who work with students whose command of the English language is limited, and who, simultaneously, have very limited literacy skills in any language. The primary audience is teachers, but tutors and supervisors may also find the contents useful.

Finally, our purpose has been to describe some of the insights we gleaned from our experience as well as some of the following types of information:

- A Theory of Reading
- Some Ways of Diagnosing ESOL Students' Reading Strengths and Weaknesses
- Teaching Techniques
- Instructional Materials
- Sources of Information on Working with ESOL Students

In conclusion, the authors feel that ESOL adolescents exhibit many of the same traits as other adolescents, but their main disadvantage is a lack of facility in English. We sought to provide for that lack through the use of an "experience" curriculum and the use of concrete, rather than abstract, lessons throughout our course.

II. Reading as a Psycholinguistic Guessing Game[1]

At the beginning of the summer workshop, each teacher was asked to define "reading." The typical response was "getting the message from the printed page." During the course of the workshop, teachers were introduced to the concept of reading as a process involving three cue systems:

graphophonic (sounds aspect)
semantic (meaning aspect)
syntactic (reading in context aspect)

These three cue systems guided our choices of lessons and materials and provided us with a categorized analysis of our students' areas of strengths and weaknesses. While there was some reading out loud, for example, that was only a small part of the reading strategies which we came to use routinely. Much emphasis throughout the workshop was placed on having the students **read.** Sensible guessing, called predicting, was emphasized. The next section presents some of the areas of strength/weakness for our 17 students in each cue system.

III. Diagnosing Reading Skills

In evaluating our students' abilities prior to actual planning, two standardized tests were used. It was felt that these tests were useful in judging the students' ability to transfer skills learned in specific classroom situations to a new situation.

Although most of our students had been in the same junior high school ESOL class, it was immediately apparent that they had all developed facility in different areas to varying degrees.

Our purpose in using the tests below was to obtain a quick evaluation of their skills to have a basis on which to proceed in the limited time available, despite what we felt were some inherent weaknesses.

The first test given was the *Second Language Oral Production English Test* (SLOPE). This test was developed by Ann Fathman and is currently in use in the Prince George's County Public Schools.[2] It consists of approximately five pages of pictures accompanied by questions designed to test simple common structures of oral English (e. g., uses of articles, present simple tense, etc.). Although our major thrust was to teach reading, it was felt that no meaningful reading can take place without basic vocal knowledge of the sentence structure of the language being read.

In addition, the *Base Reading Test* was given. This test consists of 49 pre-reading and reading items. These range from following oral directions to, for example, underlining the middle picture to taking a Cloze test of approximately a third-grade level difficulty.

The scores from these two tests were added to test scores given us by their teacher on a previous SLOPE and BASE test in addition to their scores on the STEL test, the *Dade County Test* and the *Thumbnail Test.*

It must be restated here that all the scores were used to get a rough estimate of the students' knowledge and abilities. However, particularly for the older foreign student, knowledge is often acquired in a scattered manner and often changes rapidly. Also testing gives little indication of a student's learning style or interests which are of great importance in the educational setting.

It was to address these last two factors that the Daily Prescription sheets were used. The prescription forms were used to make a daily appraisal of the students' strengths and weaknesses based on our growing personal knowledge of them as individuals. Based on these a plan for the day was devised. An effort was made to include some instruction each day in the areas of semantics, graphophonics and syntax discussed in

1. The reader is requested to consult Frank Smith's *Psycholinguistics and Reading* or any of Kenneth Goodman's works for a fuller description of this view of reading.

2. Prince George's County Public School District is located in Prince George's County, Maryland. A sample summary sheet of the test results for the 17 participants is included in the appendices.

Section IV. Lessons were directed to stimulate the student's interests and provide a variety of materials (books, comics, language experience stories, written work on exercise dittos and in their workbooks, filmstrips, tapes, etc.).

At the end of each day, notes were made on each of these prescription sheets as to how the student reacted and other observations, all designed to aid in future planning.

Everyone concerned felt the tests were useful as long as their importance was not overrated. It was also noted that students reacted best when lessons were clearly planned with specific objectives in mind and were accompanied by genuine personal concern and respect for cultural differences on the part of the teacher. The acceptance and encouragement of the teachers helped to motivate students and was as much a factor in their learning as were the plans and materials used.

IV. Participant Profile

In general, the students' listening skills were found to be deficient. A few students displayed difficulty in sound-symbol recognition. There was little difficulty with motor skills. However, visual-auditory coordination (using correct word order and using correct punctuation) and ability to manipulate language posed the greatest problems for many of the students. A few of the students were not emotionally, psychologically, or physically ready to begin reading.

A. Strengths in Reading Skill Areas

(Graphophonic)

Information gathered from the prescription sheets showed that a majority of the students knew the alphabet and had some phonic knowledge of sound-letter correspondences. In particular, approximately 10 students were able to recognize initial sounds in words and could sound out many words that they wrote or copied. Also, some students could match written words with the spoken form. However, silent consonants as in the word "frighten" posed trouble. In a concentration game, students were able to match several words. All students had good visual perception when working with color and shape discrimination.

(Syntactic)

The basic word-order structure of English (S-V-O) posed no great problems for the Cambodian or Lao ESOL students since their languages have the same structure. They were able to construct simple sentences in English and they easily acquired more detailed patterns of grammar.

(Semantic)

Although many of the students had a limited vocabulary, they could match pictures with written words. The more advanced or semi-literate students were able to accomplish this task. Almost all of the students were able to distinguish common everyday words. When simple sentences were read, many students were able to demonstrate their comprehension (i.e., run, walk, etc.) or could create a picture to illustrate their comprehension. Some students were able to use isolated basic words correctly in sentences.

B. Areas Needing Strengthening

(Graphophonic)

Students displayed some difficulty in stringing letters together to form words. As noted earlier, most students could recognize the alphabet and sound-letter correspondence. However, further practice was needed with basic sight words since letter order for words in their native languages, i.e., Lao, does not correspond to the order in which the represented sounds are pronounced.[3] Therefore, emphasis on spelling in English is vital. Punctuation was another area of language interference for this group. In their native languages there are no spaces between words, punctuation is virtually non-existent, and there is no capital-small letter distinction.

(Syntactic)

When teaching reading to illiterate and semi-literate Indochinese students the focus should not be on grammar. Through reading in various stages, the illiterate or semi-literate ESOL student will learn or at least be able to detect grammatical structures through practice and/or habit. However, verb tenses deserve special attention since the native languages of these students have no inflected verb endings as does English.

(Semantic)

Since comprehension is the major goal in reading, efforts should be made to contextualize new words. The ESOL students must always see the relationship of isolated words to the whole sentence in order to derive their meaning. In forming or reading new words, the meanings must be associated with them. Structured reading practice will enable the student to select semantic cues, therefore developing prediction or guessing skills.[4] The Cloze procedure is a very useful and effective technique to build a student's prediction skills.

---

3. *Teaching English to the Lao, Teaching English to Cambodian Students, The Hmong Language: Alphabet and Sounds.*

4. There is a cultural bias against guessing. Many Indochinese students are right-answer oriented and therefore do not tend to guess, even if they are fairly certain an answer is correct. There is a stigma attached to guessing, especially in the presence of their peers, since a wrong answer tends to degrade the person.

V. Educational Suggestions

A. General Concerns

Needed Pre-Reading Skills

1. A general awareness of the reading process: symbolization.
2. Semantic clues concealed in the written symbols.
3. Eye movement.
4. Visual-motor coordination.
5. Hearing and producing the sounds for understanding.
6. Awareness of writing conventions: spelling, capitalization, punctuation, organization.

Pre-Reading Checklist

A pre-reading checklist[5] designed by Dr. Wayne W. Haverson of Adult Education at Oregon State University was completed for each student by the workshop participants. The checklist is divided into nine sections: (1) listening skills, (2) sound-symbol recognition, (3) motor skills, (4) visual-auditory coordination, (5) visual perception, (6) ability to manipulate language, (7) emotional readiness, (8) psychological readiness, and (9) physical readiness. Students' weaknesses in each category were assessed. The following observations are based on our experience with the students.

In general, the workshop disclosed the following weaknesses in the students:

1. short vowel sounds, i.e., *a, i, e*
2. long vowel sounds, i.e., *i*
3. initial sounds, i.e., *sh/ch, cl/cr, p/b, v/w, r/l, r, s, f, c, th/wh*
4. endings, i.e., verbs, *t* in *doesn't, isn't*
5. sound-letter recognition

We must remind ourselves that not only were these students illiterate or semi-literate in their own language and/or English, but they also lack oral skills in English. Since their vocabulary is very limited, their reading process is consequently hampered.

B. Teaching Procedures

The following observations are offered as "tips" to classroom teachers of Laotian and Cambodian adolescents:

Do	Don't
Learn to pronounce names clearly.	Confuse the last name with the first.
Use normal conversational English. Speak clearly and distinctly.	Use unnatural tones and inflections or exaggerated speech patterns.
Use basic English patterns daily.	Use figurative language, except commonly accepted colloquialisms.
Encourage, gently insist upon, maximum verbal classroom participation.	Push, force students to speak if they do not seem ready for it.
Give them opportunities to help around the room.	Consider them helpless.
Speak to the whole class.	Exclude anyone. If a communication problem seems to persist, resort to use of the native language (i.e., one of the peers could convey the message).
Use peer instruction. Students who are more adept at English can be good models.	Be discouraged from using a peer student because of the apparent "shyness."
Be aware of learning disabilities other than language and cultural difficulties (hearing, sight, emotional).	Overlook the possibility of having learning-disabled students in the classroom.
If a hearing-disabled student is present, make a strong effort to speak while facing the class at all times.	Speak while turned away from the class. Avoid repetition.
Encourage students to seek help whenever they need it.	Respond abruptly. If you are unable to help the students at any specific time, make arrangements to meet them at a more convenient time.
Use grammar school, even kindergarten materials once in a while (refer to the clay technique as an example).	Assume they will be bored when using clay, construction material or other lower instructional level materials.
Teach the students appropriate use of greetings.	Assume the students understand simple forms of greetings and their cultural connotations.
Paraphrase or ask questions to check the students' understanding.	Ask whether the students understand or not. Their "yes" may be a mere form of acknowledgement. ("Yes," they heard you.)
Be patient and wait for students to answer.	Assume the students are not aware of the answer—they may need more time to process the information being given.
Help the students feel "at home" in the classroom.	Emphasize the students' differences. An awareness of their differences is, however, useful for the teacher.
Secretly be sensitive to their needs.	Pick out the weak student(s).
Use varied audio-visual aids.	Assume that an audio-visual aid has the same meaning for everybody.
Relate reading lessons to students' daily lives and general school routines. Teach them functional reading.	Use abstract or conceptual examples in the beginning.
Use more than one method to teach a particular concept during a lesson.	Assume that everyone's learning style is the same.
Be aware of cultural differences.	Confuse personality differences with cultural ones.

C. Teaching Techniques

useful in working with individual students or with a group of students.

One of the major goals in reading instruction is to teach ESOL students meaningful, communicative, and functional use of the English language. The following ten techniques, which are geared toward this goal, were employed and found effective in the literacy workshop, summer 1981.

5. See Appendix H for a copy of Dr. Haverson's Pre-Reading Checklist.

1. The Cloze Technique

Materials: Overhead projector, transparency

Preparation: Before class the teacher must:
a.) choose some sentences from a story previously introduced to the students, i.e., "Caps for Sale," etc.
b.) write the sentences on a transparency, and
c.) cover every word (usually 7th or 9th) with a piece of black masking tape.

Procedures:
1. The teacher reviews the story orally.
2. The teacher reads aloud the first few sentences written on a transparency.
3. The students read each sentence silently, filling in the missing word. Students are encouraged to guess.
4. The teacher reads the completed sentence aloud.
5. Students repeat the sentence, imitating the intonation pattern.
6. Steps 4–6 are repeated until the passage is completed.

2. The Stripboard Technique

Materials: Six–ten prepared sentence strips, and stripboard.

Preparation: Choose a familiar situation or context before class. Make a list of phrases or sentences pertaining to this context. Write down each phrase on individual sentence-strips, i.e., *Time:* Days of the week, months, etc.

Procedures:
1. The teacher distributes the days of the week sentence-strips.
2. Students read their sentence-strips silently.
3. Using time sequence, individual students place their strips on the stripboard.
4. The other students can read the placed strips.
5. Students write down the phrases in their notebooks. Students must be given time to practice their writing skills.

3. Modified Strip Story Technique

Materials: Long strips of paper, magic markers, scissors, and magazines.

Preparation: Students select a picture from a magazine pertaining to a topic of their choice (e.g., nouns: food item).

Procedures:
1. The teacher records the student's sentence on a long strip of paper.
2. The student reads the sentence.
3. The teacher cuts off each word and mixes the strips.
4. The student "unscrambles" the words, putting them in the proper sequence.
5. The student reads the sentence.

Optional Steps:
6. The student chooses a second picture pertaining to the topic.
7. The teacher writes "and" on a strip.
8. The student inserts the two new strips into the original sentence.

For elaboration on the strip story technique, refer to Robert Gibson, *TESOL Quarterly,* Vol. 9, No. 2, June 1975.

4. Clay Technique

Materials: A selection of colored clay, overhead projector, transparencies, magic markers.

Procedures:
1. The teacher distributes the clay. Each student should have different colored clay pieces.
2. Students divide the clay into long thin strips ("worm" shapes).
3. The teacher reviews colors.
4. Following the teacher's directions, students make letters out of clay strips.
5. The teacher shows some sentences previously written on the top section of a transparency.
6. The students read the sentences.
7. The teacher now writes the same sentences over again, this time deleting a word from each sentence.
8. The teacher asks the students to name the missing word.
9. The students fill in the missing word by shaping the word with the colored clay strip indicated by the teacher.
10. A student will read the completed sentence. Steps 8–10 are repeated until all the sentences are completed.
11. The students read the sentences silently.

5. Bingo Vocabulary/Sequence Technique

This technique is to be used in conjunction with a story previously introduced to the students (e.g., "Caps for Sale") in order to help them with the vocabulary and reinforce their reading skills.

Materials: One master gameboard, a set of word-cards, 30–40 individual game-cards, and 200 chips (optional: one die).

Preparation: Before class, the teacher prepares the game-cards, making sure that each game-card contains at least one sentence. In class, each player selects a Bingo game-card. Each player will have ten markers. The leader has the master gameboard and the set of word-cards in front of him.

Option 1 (Vocabulary)
The object of the game is to be the first player to get five words in a row, either vertically, horizontally, or diagonally.

Option 2 (Sequence)
The object of the game is to be the first player to get a complete sentence in a row either vertically, horizontally, or diagonally.

Procedures:

1. The leader mixes the word-cards. He calls out the word appearing on each word-card. Any player who has the called word on his board places a chip over it in order to mark it. All players can mark the center slot on their boards since it is *Free.*
2. The first player to have a complete row of five words (Option 1) or a complete sentence (Option 2), either horizontally, vertically, or diagonally, is the winner and shouts,"BINGO!"
3. In the case of a tie: (a) both players can be declared "winners," or (b) both players throw the die and the one with the highest number is declared the winner.

6. Graphophonic Technique

Materials: Bulletin board, 26 small letter-cards, word-strips, thumbtacks.

Preparation: (a) write a letter of the alphabet on each card; (b) write a word on each strip, leaving out the first letter; and (c) place all the cards around the edges of the bulletin board.

A	Z	Y	X	W	V	U	T
B							S
C			-AT				R
D							Q
E							P
F							O
G	H	I	J	K	L	M	N

Procedures:

1. The teacher puts up a word-strip on the bulletin board and asks for volunteers to fill in the missing letters.
2. The volunteer student(s) will choose one of the letter-cards.

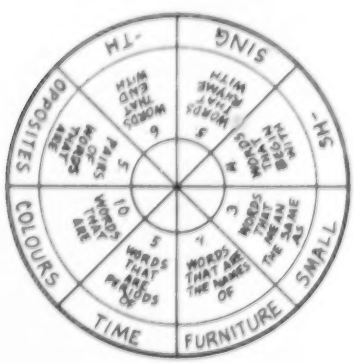
Example: Possible answers to the above example:

H P R S C M F B

3. Repeat with other word-strips.

7. Grammar Wheel Technique—A Game

Materials: Circular drawing 40 cm. diameter, sectioned as below; spinner in center (paper fastener)



Procedures:

Student turns spinner in the center of the game and must produce the required answer within some established time limit. Students with the most points wins.

Add variety: Make outer circle of bristol board and invent several more of your own. Interchange them as students become proficient.

8. "Box" Technique

Materials: A medium-sized box; a hand puppet; a ball; signs with words previously printed, or overhead projector and transparency.

Procedures:

1. The teacher manipulates the hand puppet to illustrate prepositions such as *over, under, above,* etc.
2. The students tell the teacher the location of the puppet.
3. The teacher asks a student to demonstrate a preposition.
4. The student demonstrator asks the other students the location of the puppet. He then holds up the sign with the right preposition.

Variation: instead of a puppet, use a ball. Also signs can be substituted by a transparency.

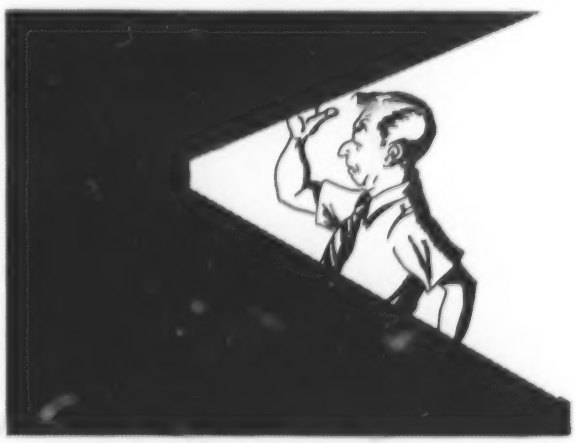
9. Filmstrip Technique (Ed-Tech Service Co., Chatham, NJ)

Materials: Layout sheet, film, markers.

Procedures:

1. When making a filmstrip, leave about five blank frames ahead of your work as "leader" film for threading into the machine. When positioning the film, be sure that the sprocket holes along each side of the film line up with the holes on the layout strip. Anchor the film by pressing against taped holes at the top and bottom of each strip.
2. Place film over this sample strip as explained in (1) above and trace pictures onto the film.

Place Scotch Tape behind holes so that sticky side shows through to hold and position film.



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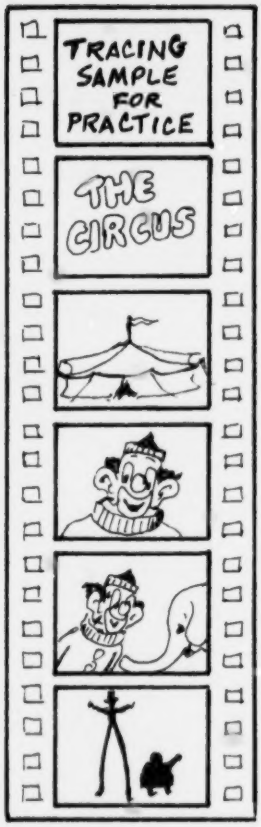
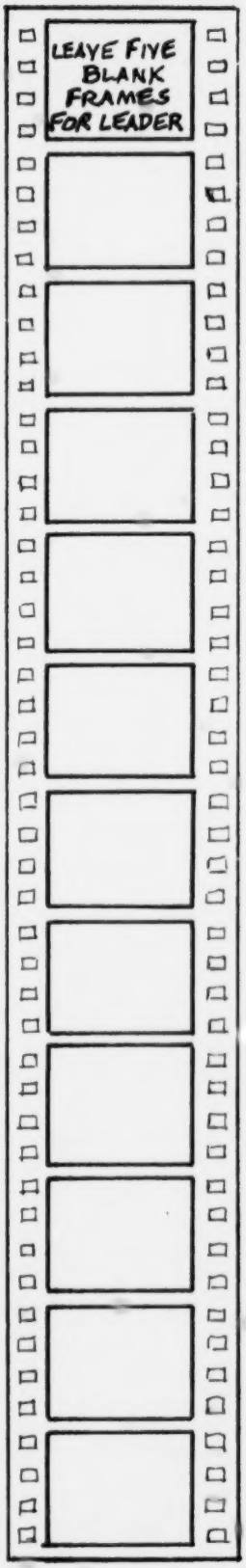
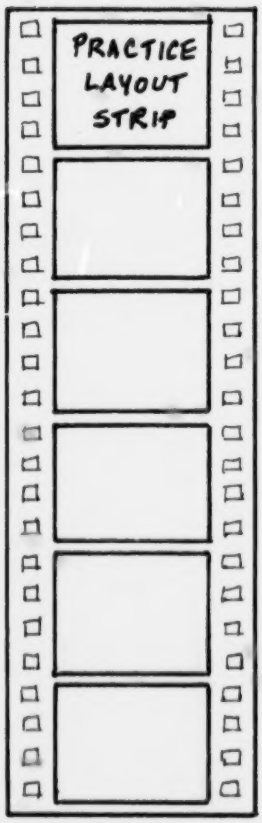






3. Use simple figures and line drawings. Use a pencil so that corrections and changes can easily be made. When completed, you might even lay film over drawings and trace.

Filmstrips can be used to introduce or reinforce reading lessons.

10. Modified LEA Technique (See section VI, page 10, for a description of the Language Experience Approach.)

Materials: A large piece of cardboard and a magic marker.

Preparation: Write the following questions on the cardboard:

Personality Cube

1. What do you do for fun?
2. What do you like? Dislike?
3. What three adjectives describe you best?
4. What careers interest you?
5. What do you do best? Worst?
6. Just what kind of person are you?

Hang the cardboard on the blackboard.

Procedures:

1. After reading each question silently, the student responds with one or more sentences.
2. The teacher serves as a scribe, recording the student's responses.
3. The student reads the passage silently to reinforce word recognition.
4. The teacher asks the student if he wants to make any changes.
5. Changes are made only with the student's approval.

D. Instructional Materials: Commercial and Teacher-made Materials

An integral part of teaching reading to the students in this workshop was the use of instructional materials in daily lessons for both large and small groups. Commercially-available products, such as plastic color chips, picture flashcards, puppets, paper dolls, modelling clay, and a workbook supplemented a bulk of materials which were designed and produced by the teachers during and for this workshop.

While all of the commercially-available materials were useful, the workbook, *The Magic of English,* was of particular value.

For the duration of the workshop, each ESOL student received a copy of the workbook. In addition to utilizing this aid during individual instructional periods, teachers assigned students work to be completed at home. The focus of the workbook assignments was to reinforce the concepts of colors, possessives, and food which was demonstrative of U.S. culture. The skills focused on reading and writing.

While the workshop contained many useful exercises, the workshop directors were selective in choosing those which would be completed to meet the objectives of this project. Therefore, in class, the ESOL students were required to complete only the exercises on pages 20–21, 44–47, 72–75, and 94–95. Exercises on pages 100–102 were utilized to evaluate the students' reading skills.

It was noteworthy that pages 52 and 53 of the workbook were utilized for the students' first language experience stories. They were asked to insert on page 52 the photographs of themselves which were taken during the soccer and/or jump-rope activities. The students subsequently generated individual accounts (with the help of the workshop participants) of their actual experiences on the playground.

On page 53, teachers inserted a picture of the student which was taken while working in his individual groups. Again, the ESOL students were asked to generate their own impressions of the small group activity.

Students appeared to enjoy talking about their experiences and were motivated to write about them. Of course, the value of this entire language experience exercise was to practice in their reading what they had written.

Teacher-prepared materials included phonics cards, picture or word flashcards, sentence strips, overhead transparencies, pictures for a feltboard, filmstrips, slides, word bingo games (words only and words and related pictures), language-master cards, cartoons and picture cards for the sequencing of events, and a bulletin board display for new words.

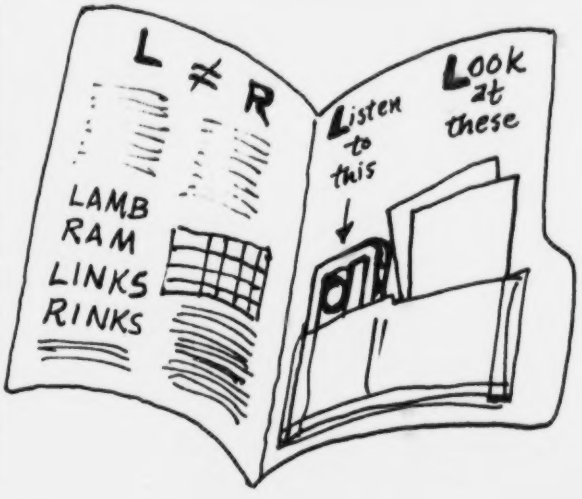
It appeared that the students enjoyed and readily participated in activities in which they were actively involved, such as handling puppets, making clay letters, placing color chips in a sequence, playing word bingo with markers and placing word cards, picture cards and sentence strips on a feltboard or slot board. Also, they were attentive to almost anything projected on the screen, particularly to colorfully illustrated filmstrips and slides. The students responded well to overhead transparencies from which they followed directions; identified letters; read words, sentences, and paragraphs; played word-picture bingo; and sang songs.

In addition to the instructional materials described above, participants were asked to develop sets of *Activity Cards* and *Task Folders* which could be used with individual students who have specific learning problems or needs. These materials are available to Maryland teachers on a loan basis through the Maryland State Department of Education. The following is an explanation of the purpose and formation of *Activity Cards* and *Task Folders.* A brief description of each of these teacher-made materials is also included.

Activity Cards are constructed with index cards of various colors; preferably 5″×8″ size. One may use both sides of one or more cards for each activity. The card(s) should deal with *one* concept (phonological, morphological, syntactic, or cultural) only. The card should contain the purpose followed by the activity(ies) required to master the objective, and the evaluation procedure and/or criteria. In addition, the card should be constructed in such a manner so that it is attractive to the user. *Activity Cards* may be decorated with pictures, words (press-on type), drawings, and other decorative techniques. If more than one card is used for a concept, all cards should be stored together in a brown envelope. It is strongly recommended that the card(s) be laminated in order to prevent wear.

Task Folders are constructed with file folders. Like the *Activity Cards* the folder should: (1) deal with one concept; (2) be attractively adorned with pictures, drawings, letters, color, etc. The inside of the cover should contain the purpose of the specific folder, activities to be completed by the student, and the evaluation procedures.

A *Task Folder* is generally more detailed than an *Activity Card.* Therefore, it will contain more information (activities) than an *Activity Card.* A folder may also include a filmstrip, an audiotape, one or more overhead trasparencies, one or more *Activity Cards,* instructions directing the user to see the teacher, to go to the library, etc. Again, like the *Activity Card,* the



folder should be laminated and may be stored in a file cabinet.

As we noted earlier, *Activity Cards* and *Task Folders* were developed in conjunction with this workshop. Following are the titles and a brief description of each *Activity Card* and *Task Folder* which was developed.

Activity Cards

1. *Possessives* (5th Grade, 2nd Grade Reading Level):
   The student is asked to convert sentences conveying ownership with the word *has* to sentences using *-'s*. Subsequently, a short paragraph utilizing *-'s* is read and questions are posed to test the student's comprehension.

2. *Let's Make Popcorn* (High School, 2nd and 3rd Grade Level):
   This is an enrichment activity for following directions. By following the directions on the card, the student(s) will pop corn with an electric popper. Instructions on the back of the card can be copied to enable the students to pop corn on their stoves at home.

3. *Fill-ins* (4th Grade, 2nd Grade Reading Level):
   The student is asked to choose the appropriate word to complete the sentences. The student must pick from choices which differ by one sound.

4. *Rhymes* (5th Grade, 2nd and 3rd Grade Reading Level):
   The student is asked to find the rhyming words from amcng a group of words and then to complete poems by choosing words from *-at, -ouse,* and *-irt* word families.

5. *Calendar* (Designed for Secondary School students who have some knowledge of calendars and are able to read "How" and "What" questions):
   Side one consists of a sample calendar (month of June '81) with dates marked by a picture of animals and simple instructions on the structure of a calendar.

   Side two consists of a drawing which shows the concept of *yesterday, last night, today, tonight,* and *tomorrow,* and ten questions on calendar information.

6. *Time* (Designed for Secondary School students who have time concepts in their native language and are able to read time structure phrases):
   Side one has pictures of a clock which shows the time, and model sentences.

   Side two has seven pictures of a clock, each indicating a different time. Students are asked to express the time in writing.

7. *In & On* (Designed for Secondary School students who have some knowledge of prepositions):
   Side one contains pictures which show the use of prepositions *in* and *on.*

   Side two contains five fill-in-the-blank questions on pictures concerning *in* and *on.*

8. *Money (U.S. Coins)* (Designed for Secondary School students who are able to "sound out" some words):
   Side one has photos of U.S. coins (quarter, dime, nickel, penny) and their value.

   Side two has three sets of questions on a group of coins. The students are to identify the coins and know the value of each one.

9. *Silly Letters, Crazy Letters* (Designed for early beginner students in ESOL):
   Students are asked to identify a variety of printed letters—capitals and lower case—and then to find other letters in magazines (*A, G, F* only).

10. *A New Day* (Designed for students with a basic knowledge of vocabulary and simple sentences):
    This card consists of simple sentences on morning routine and is aimed at developing sequence and sentence structure when a story is written with "I" instead of "he" and with a few verb changes.

11. *Compound Words* (Designed for students with a basic small word vocabulary):
    This card contains pictures and fill-in-the-missing-word sentences to create compound word vocabulary from easier words; *example:* pan/cake.

12. *Where Is It?* (Designed for students who have a little knowledge of prepositions and perhaps crossword techniques):
    This card consists of a picture, missing-word sentences, and a crossword puzzle to reinforce the meaning of prepositions *in, on, under,* and *above.*

13. *Small, Smaller, Smallest* (Designed for beginning ESOL students):
    This card teaches the concepts and words: *small, smaller, smallest.* It contains a series of pictures of objects in which students are asked to circle the smaller, or smallest, object.

14. *Snack Time* (Designed for students who know the alphabet as well as the words *before, after, first,* and *second*):
    This card has pictures and names of snacks that the students (and teachers) enjoyed during the workshop. On the back of the card is the alphabet and some practice questions about the sequence of the alphabet. Students are asked to alphabetize the names of the snacks on the front of the card.

15. *School Words Crossword Puzzle* (Designed for students with good sight word vocabulary):
    The card reinforces knowledge of definitions of words commonly associated with school. The card

teaches the meaning of *opposite* and gives examples. It then includes a crossword puzzle with several clues asking for "the opposite of . . ."

16. *The Fox and the Grapes* (Designed for students who need help in predicting and confirming):
This card is intended to give practice in reading for meaning, making inferences, and drawing conclusions. It directs the students to get a copy of *Aesop's Fables* from the teacher. After reading "The Fox and the Grapes," students are asked to answer the questions on the back of the card. As an extra activity, students are directed to read "The Crow and the Fox." They are asked to paraphrase it, and record their version on an audiocassette tape for the teacher.
17. *Understanding Words for Positions* (Designed for beginning students who know the alphabet):
This card teaches the prepositions *in, on, under, next to,* and *above.* It contains illustrations to aid student comprehension of the words. The student is asked to read sentences about the illustrations and determine if the sentence appropriately describes the illustrated positions.
18. *Possession Using -'s* (Designed for the student who is able to read in order to answer information questions and who is familiar with writing patterned responses):
This card has pictures of people (and a dog) who possess specific objects. The student is asked to provide patterned responses to "Whose is it?" by responding: "It's the boy's coat."
19. *Things That Move* (Designed for beginning students who know the alphabet):
This card presents vocabulary by means of pictures and accompanying words. The student is asked to match the picture with the word. A sentence completion activity is included for a student who is more advanced.
20. *Shapes* (Designed for the student who knows the letters of the alphabet, numbers from 1 to 20, and is familiar with the words *shape, count, how many, find,* and *red*):
This card teaches basic shapes (circle, square, triangle, rectangle) via pictures and words. The student is asked to look at a "Shape Man" and count the shapes—the circles, squares, etc.
21. *Compound Words* (Designed for beginning readers who are ready for compound words):
This activity shows how short words are put together to form a compound word. Pictures and objects are matched. There is an activity in which the students are directed to make new compound words with the help of pictures.
22. *Comparisons* (Designed for beginning ESOL students who are learning to compare):
This card presents the comparison of "long" through a series of pictures of animals, birds, and people. It contains a true/false exercise to test comprehension.
23. *How Do You Spend Your Time?* (Designed for students who are just beginning creative writing, and putting their thoughts in sentence form):
This activity consists of a series of pictures which show activities one might do in his/her free time. There is a caption for each picture. Students are asked to write five sentences: three sentences on recreation that they make up and two sentences from the picture card.
24. *Alphabet* (Designed for hearing-impaired students):
Each of the four activity cards is designed to teach the letters of the alphabet; how to say, recognize, and write them. The cards should be used with the teacher's guidance.
25. *Learning Fun with Letters and Shapes* (Designed for illiterate and semi-literate ESOL students at a beginning level):
This card is to aid ESOL students in developing visual perception, fine motor skills, word recognition, a sense of direction, and ability to place the words in a meaningful context. The card includes: (a) two exercises on matching shapes with related words, (b) riddles, (c) an activity asking students to draw shapes, and (d) following direction exercise.
26. *The Alphabet Clock and "Sharp Eyes and Ears"* (Designed in conjunction with the lessons in the Phonetic *Task Folder*):
The activities include recognition of the letters of the alphabet, discrimination of medial sounds and using the words in context.

Task Folders

1. *Count-Non-Count Nouns* (5th Grade, 2nd Grade Reading Level):
The student is asked to sort 18 cards with pictures of foods and other objects into two piles representing two categories. They are then asked to construct sentences and questions with some of these words following a model.
2. *Describe a Person* (5th Grade, 2nd Grade Reading Level):
A picture and a short paragraph are given to illustrate the use of adjectives in a description. Note is made of the word order. Subsequently, descriptive sentences are given in a jumbled form for unscrambling. The student is then asked to choose a picture and write a description of it.
3. *Colors* (Designed for students of age 10 and up):
This folder consists of four activity cards with

levels marked by red dots. Two coloring dittos and the master are also included.

4. *Who Will Answer the Phone?* (Designed for students who have a basic vocabulary level and ability to write simple sentences):
   The folder consists of a transparency, dittos, and "lead" questions to aid in the development of sentences for creating a story.

5. *Consonant Capers* (Designed for students who have some knowledge of beginning sounds and many consonants):
   This folder consists of letter and word cards. It also has a tape with lists of words that match pictures for developing beginning consonant sounds and building vocabulary.

6. *Road Signs* (Intended for beginning level students):
   This task folder on common road signs includes a filmstrip, tape, and two worksheets. Its purpose is to demonstrate that symbols convey meaning. It teaches the basic sight words included on the signs, and encourages students to use pictures as clues to predict meaning. (See sample *Road Signs* on page 30.)

7. *Comparisons: -er and -est* (Intended for the student who knows the alphabet, basic sentence structure, and enough vocabulary to follow written directions):
   This task folder on comparisons using *-er* and *-est* includes four learning activity cards and a set of small cards for playing concentration.

8. *Soccer Is Our Game* (For all students interested in soccer, who have familiarity with soccer terms):
   This folder contains a basic reading selection "Soccer Is Our Game" and word identification games which include two "fill-in-the-blanks" and one "unscramble-the-name-of-the-positions." It also includes a map of the field and bingo for three players.

9. *Teacher-Guided Packet to Aid Hearing-Impaired Children in Reading* (Designed to be a preparation for reading):
   The purpose of this task folder is to teach the very basics of recognizing the letters of the alphabet and their sounds. It must be teacher-guided and is not meant to be used by individual students alone. Some knowledge of dealing with hearing-impaired children prior to using this folder would be helpful to the teacher.

10. *Phonics Is Fun for Everyone* (Designed for illiterate ESOL pupils just beginning to distinguish sounds):
    This unit includes: (a) 4 sets of language master cards with corresponding transparencies and ditto sheets; (b) ditto sheets which are intended to promote visual discrimination of *was* and *saw* through the use of context clues.

11. *All Money-Saving Tips/Food* (Designed to assist ESOL students*):
    The folder contains vocabulary exercises and mathematical problems which deal with: (1) correct change, multiplication problems; (2) buying grocery items; (3) plan your shopping; (4) comparing prices; (5) saving at sales; (6) figuring total costs; (7) total change; and (8) calendar. Materials which are included are: (a) ditto sheets; (b) transparencies; and (c) tape.

VI. The Language Experience Approach to Teaching Reading

The Language Experience Approach is a highly motivational method of teaching reading that uses the students' own words as reading material and demonstrates to them that their oral language can be written down. The basic idea behind the approach is that students are more inclined to read words they have generated themselves. Such an activity is more meaningful to the students than reading workbooks or primer excercises only. The approach can be, and in this workshop was, successfully integrated into a program using a variety of methods and materials.

The first necessary ingredient of the Language Experience Approach is the sharing of a common experience. It can be a field trip, a film, or some common effort. In this workshop, some of the students and teachers played a soccer game. Others jumped rope, while one student chose to try his hand at typing for the first time.

After the experience, students returned to the classroom, grouped according to the activity in which they participated. Teachers prompted each group to talk about the experience and "make up a story" about it.

The next step is to have students dictate sentences to the teacher, who copies the student's *exact words* on the blackboard, overhead projector, or preferably on a large piece of posterboard in front of the class. During this workshop, much prompting and encouragement were neeeded to get the students started. Once they began, however, we noticed that previously quiet students were speaking out confidently.

After each new sentence is dictated, students are told to read silently from the beginning of the story to reinforce word recognition. When the story is completed, it is read aloud by the teacher exactly as it was dictated. The teacher then asks the class if it wishes to make any changes. If anyone suggests a change, the person who originally contributed the sentence to the story must be consulted either to approve or reject the

* The level of the students is not specified. The teacher should determine if the activities are suitable to the student's age, interests and needs. Beginning ESOL students may need some help with the instructions, but they should be able to do the work.

suggested change. In this way, students feel that the story really belongs to them, i.e., they have control over the language used.

When the story is finalized, it is read aloud one more time. The teacher later makes necessary grammatical changes, types the story on a ditto, and distributes copies of the story to the students the next day in class. The teacher reads the story aloud first, then the class is instructed to read aloud with the teacher. Finally, individuals can be called on to read the story while the class follows silently.

To ensure mastery of the words in the story, a cloze procedure can be followed, leaving out every nth word in the story and having students fill in the missing words. The procedure can either take the form of a test or a worksheet in which students have access to the original story and "find" the missing words.

Students keep copies of their stories, and the teacher can file copies in the classroom for use in the future as a review.

Although the stories were difficult to extract initially, the Language Experience Approach was well-received by the students in this workshop. They read each group's story with interest—and requested future sessions of soccer and jump rope! Pictures taken of the students during these activities prompted other individual stories. The group and individual stories are included here.

Time constraints did not allow us to use the Language Experience Approach to the full extent that we would have liked, but our observations lead us to conclude it is a very worthwhile method of teaching reading, and we highly recommend it to others.[6]

Examples of Language Experience stories generated by the students in the Summer Literacy Workshop-1981:

A. Soccer

Today we played soccer. Green team won. Kam and Khanha were leaders. Amkha and Kira were leaders of the blue team. The blue team one point. The green team—4 points. Playing soccer makes you hot, and thirsty. Twelve people like to play soccer. Twelve people want to play soccer again.

B. Jumping Rope

I jump rope. Six people jump rope. I jump rope with everybody. I jump rope alone. Everybody jump rope good. Boualong is the best. I don't know. I jump rope outside. They play soccer. They play soccer outside. Mr. Hancock play soccer.

6. For additional information, please refer to Mary A. Hall, *Teaching Reading as a Language Experience.*

C. Typing and I Write *a, s*

I type lad and fall. R, r, and K, j. I like to type. You write with a typewriter. It's hard. It's okay. Use an old typewriter. You cannot clean. Mrs. Pollero teach me how to learn typewriter. First time I don't know but Mrs. Pollero tell me a little bit. I'd like to learn more. I need to learn until to I can type very well.

D.

Viengkorn's brother he played soccer he fall when kicking the ball. A lot of blood came out. He went to the hospital.

E.

We are reading. We are seeing pictures. We are talk. We are smile. We are funny. We are open the folder. We are sitting in the seat. We are students. We are teacher in the school. We are learn English. We are in here the blackboard. We are ABCD. We want to learn.

Group Language Experience Stories

A. Jumping Rope

Today six people jumped rope. Everybody jumped rope well. Boualong was the best. We jumped rope outside. They played soccer outside. It was fun.

B. Jumping Rope

Today six people jumped rope. Everybody jumped rope ____. Boualong was the ____. We jumped rope ____. They played soccer ____. It was fun.

C. Soccer

Today we played soccer. The green team won. Kam and Kanh Ha were the leaders. The green team made 4 points. Amkha and Kira were the leaders of the blue team. The blue team made 1 point. Playing soccer makes you hot and thirsty. 12 people said they like to play soccer. Twelve people said they want to play soccer again. Mr. Hancock said okay.

D. Soccer

Today we played soccer. The green team won. Kam ____ Kanh Ha were the leaders. The ____ team made 4 points. Amkha ____ Kira were the leaders of the blue team. The blue team made 1 ____. Playing soccer makes you hot ____ thirsty. 12 people said they ____ to play soccer. Twelve people ____ they want to play soccer again. Mr. Hancock said okay.

Individual Student Language Experience Stories

A. Typing and Writing A, S

I typed *lad* and *fall, R-r,* and *K, j.* I like to type. You write with a typewriter. It's hard. It's okay. Use an old typewriter. You cannot clean . . . Mrs. Pollero taught me how to learn to type. The first time, I did not know

how, but Mrs. Pollero told me a little bit. I'd like to learn more. I need to learn until I can type very well.

B. Typing and Writing A, S

I typed *lad* and *fall, R-r,* and *K, j.* I like to type. You ____ with a typewriter. It's hard. ____ okay. Use an old typewriter. ____ cannot clean . . . Mrs. Pollero taught ____ how to learn to type. ____ first time, I did not ____ how, but Mrs. Pollero told ____ a little bit. I'd like ____ learn more. I need to ____ until I can type very ____.

VII. Characteristics of Laotian and Cambodian Adolescents

The impact on characteristics and behavior resulting from the experiences undergone by Laotian and Cambodian adolescents cannot be fully realized. Educators, ESOL specialists, and all those working with these young people can only guess and, consequently, empathize with them.

The following is a list of adolescent characteristics and behaviors demonstrated by the participants in the Literacy Workshop 1981:[7]

1. Physically these students have the typical adolescent characteristics: rapid growth and development, feeling awkward and uneasy with their own bodies.
2. The abrupt changes in their lives, and the added responsibilities of living and coping in the U.S., combine to force them to act as adults. Yet it is important for teachers to recognize that they are still subject to universal pressures of adolescents.
3. In the beginning they are usually polite and cooperative; however, they remain distant. As time passes, their trust level increases to the point of affection.
4. In their effort to become acculturated, they seek acceptance by modeling clothing choices, colloquialisms, body movements, etc. This sometimes creates problems at home where the adults tend to be more conservative and, consequently, desire to adhere to their native cultural heritage.
5. Under the diversity of pressures from their own ethnic peer group which is often dominated by the cultural and the traditional home values, these young people are constantly searching for their identity.
6. The values and customs of the new environment encourage the adolescents to experiment, sometimes exhibiting erratic behaviors.

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7. For further information, please consult *The Hmong Language: Sentences, Phrases and Words,* General Information Series #15.

Appendix A
Languages of Indochinese Refugees

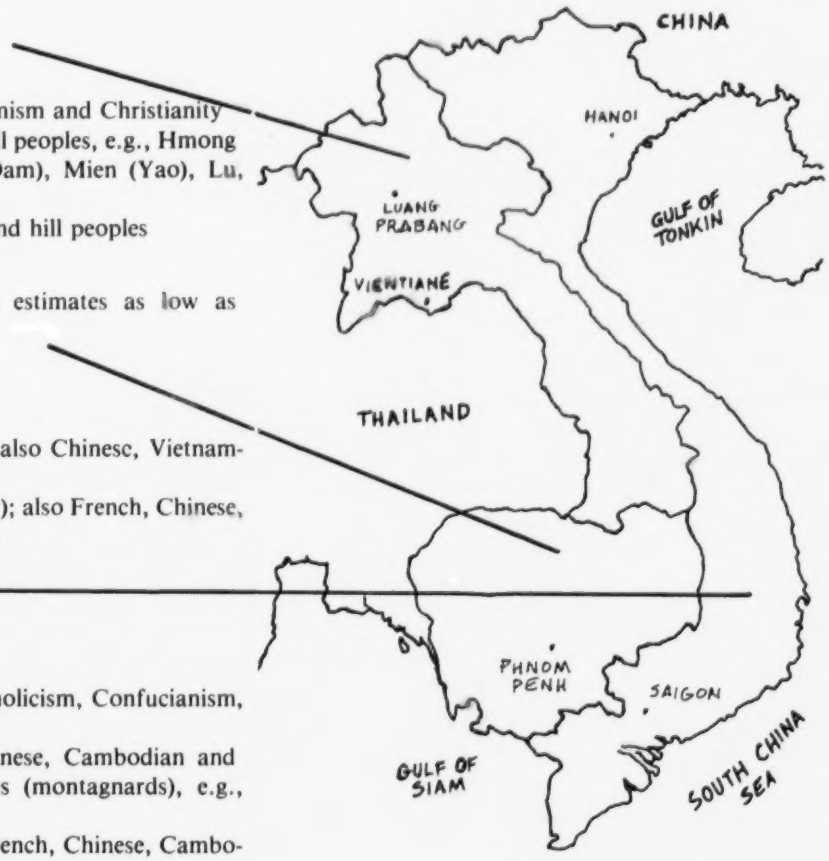
Porter Reed
Bilingual Education Section
Illinois State Board of Education

A. General Background Information

Laos:
Population: 3,794,000
Area: 91,429 sq. mi.
Government: Communist
Religion: Buddhism, also Animism and Christianity
People: Lao; also numerous hill peoples, e.g., Hmong (Meo), Black Thai (Thai Dam), Mien (Yao), Lu, T'in
Language: Lao; also French and hill peoples

Cambodia (Kampuchea):
Population: 9,649,000 (other estimates as low as 5,000,000)
Area: 69,898 sq. mi.
Government: Communist
Religion: Buddhism
People: Cambodian (Khmer); also Chinese, Vietnamese and several hill peoples
Language: Cambodian (Khmer); also French, Chinese, Vietnamese and hill peoples

Vietnam:
Population: 54,918,000
Area: 128,402 sq. mi.
Government: Communist
Religion: Buddhism; also Catholicism, Confucianism, Taoism and Cao Daism
People: Vietnamese; also Chinese, Cambodian and numerous mountain peoples (montagnards), e.g., Nung and Tho
Language: Vietnamese; also French, Chinese, Cambodian and mountain peoples



B. Language

1. Linguistic Diversity

Indochina is perhaps the most linguistically diverse region in the world. An astonishing number of distinctly different languages are spoken by the peoples of this area. It is not uncommon for an inhabitant of Indochina to speak not only his own mother-tongue, but also the national language, if different from his native tongue, and French or, more recently, English as well. It is most difficult for primarily monolingual Americans to imagine such linguistic complexity. The following chart classifies the main languages spoken by Indochinese refugees in the U.S. under three principal linguistic families:

AUSTROASIATIC
Viet: Vietnamese. **Mon-Khmer:** Khmer (Cambodian), T'in

TAI
Tai: Lao, Black Thai (Thai Dam), Nung, Tho, Lu

SINO-TIBETAN
Meo-Yao: Hmong (Meo, Miao), Mien (Yao, Man);
Sinitic: Chinese (Mandarin or Kuo Yu, Cantonese, Teochiu, Hokkien, Hainanese, Hakka)

2. Demographic Background

In the following chart note (1) the influence of both China and India on different regions of Indochina and (2) the large populations of Hmong and Lao in China and Thailand, respectively. Although various dialects and sub-dialects exist for all five language groups, only in the case of the Chinese dialects is communication seriously impeded by these dialectical differences.

Language	*Evolution*	*Population of native speakers*	*Dialects*
Chinese (Vietnam)	Indigenous to China	2,000,000 (Vietnam)	Mandarin (Kuo Yu), Cantonese Teochiu Hokkien Hainanese Hakka
Cambodian	Influenced by Pali-Sanskrit (India)	7,700,000	Many regional subdialects
Hmong (Laos)	Influenced by Chinese	350,000 (Laos) 3,900,000 (China)	Blue/Green Hmong and White Hmong subdialects
Lao	Influenced by Pali-Sanskrit (India)	1,600,000 (Laos) 9,000,000 (Thailand)	Many regional subdialects, e.g., Luang Prabang, Vientiane, Pakse, etc.
Vietnamese	Influenced by Chinese	48,000,000	Northern, Central and Southern subdialects

3. Script

The five languages represented below are all mutually unintelligible. With the exception of Cambodian, all of these languages are tonal. This means, for example, that *ma* pronounced with six different pitch levels may have six different meanings.

The Vietnamese language uses Roman script; therefore, Vietnamese names do not have to be transliterated into English. Since the 1950's, the Hmong language has also been written in Roman Script using a system devised by missionaries, called the Romanized Popular Alphabet (RPA). But Hmong names written in the RPA, e.g., *Yaj Tub Ntxawg,* are nearly impossible to decipher for Americans. To avoid confusion, Hmong refugees transliterate their names into English as do the Chinese, Cambodians and Lao, whose languages do not use Roman script (see chart below).

Attempting to pronounce Indochinese names, even when they are written in Roman script, can prove trying for many Americans because the symbol-sound correspondence is different from that of English. *Van Poa* sounds more like *Va Paw* and *Vo My Dung* is pronounced *Vaw Me Zoong.* It is not surprising, then, that in many cases there may be more than one way to transliterate a name, e.g., Somsy, Somsi or Somsee. The important point to remember here is that the pronunciation of a name in the native language must take precedence over the way it is written in Roman script.

NATIVE SCRIPT

Language	*Name in native alphabet*	*Transliteration*
Cambodian	ប៉ុក ប៊ូរិន	Pok Borin
Chinese (Vietnam)	林 寶 明	Lam Bao Minh
Hmong (Laos)	Yaj Tub Ntxawg	Yang Tou Geu
Lao	ຈັນທອນ ພົມວົງສາ	Somphone Thammavongsa
Vietnamese	Nguyen Van Giao	Nguyen Van Giao

4. Naming Systems and Forms of Address

The naming systems employed by the various peoples of Indochina are confusing for most Americans. The following charts should help you determine (1) which is the given name and which is the family name and (2) given the name, what is the ethnic background.

In comparing the charts directly above and below, it becomes evident that only the Lao language is similar to English in that the given name precedes the family name. In the four other Indochinese languages listed, the family name comes first. However, it should be noted that many Indochinese arrive in the U.S. with their names already "Westernized." It is best to ask the refugee himself for clarification of given and family names.

NAME ORDER

Language	*Honorary or Diminutive*	*Family*	*Middle*	*Given*
Cambodian		Pok		Borin
Chinese		Lam	Bao	Minh
Hmong	Tou	Yang		Geu
Lao		Thammavongsa		Somphone
Vietnamese		Nguyen	Van	Giao

Sometimes Hmong children are called by their given name preceded by a diminutive, such as *Tou* for boys and *Mai* for girls. *Geu* then becomes *Tou Geu* (see chart above) and *Doua* becomes *Mai Doua.*

It is also customary in the Hmong culture for a man, upon starting a family, to be given an honorary name such as *Boua.* From then on he is known as *Boua* plus his given name, e.g., *Ge* becomes *Boua Ge.*

The middle names *Van* and *Thi* indicate male and female, respectively, in the Vietnamese language.

Cambodian, Chinese, Hmong and Vietnamese women customarily continue to use their maiden names after marriage.

In Indochinese languages, excluding Chinese, a title such as *Mr.* is used with the given name, not, as in the American custom, with the family name. For example, Cambodians would call Pok Borin *Mr. Borin,* while Americans would refer to him as *Mr. Pok* (see chart above).

When addressing another person, most Indochinese use terms such as *older brother* or *sister, younger brother* or *sister, aunt, uncle, grandmother, grandfather,* etc., rather than given names. Kinship terms are used even to address a stranger. Often a kinship term will precede the person's abbreviated given name, e.g., *Bounphet* would be called *Ai Phet* (older brother

Phet) by his younger siblings, relatives, friends and acquaintances alike.

Cambodian, Chinese and Lao people have a greater variety of family names than do the Hmong and Vietnamese. Most Hmong and Vietnamese refugees will have one of the family names listed in the following chart. The family names *Yang, Xiong,* and *Vang* comprise a majority of the Hmong. As many as 45% of the Vietnamese have the family name *Nguyen; Tran* and *Le* are also very common.

COMMON NAMES (GIVEN IN NATIVE NAME ORDER)

Cambodian	*Chinese*	*Hmong*
Pok Borin	Lam Bao Minh	Yang Tou Geu
Chan Sok	Vuong Chi Cuong	Xiong Mai Doua
Tep Nary	Ly Hong Phat	Thao Boua Ge
Pen Saman	Quach Chau	Vang Chue
Som Nouan	Luu Binh	Heu Kou
Prom Sok	Trieu Mon Trang	Lee Dia
Khim Rumduol	Luong Quay	Vue Mao
Chhom Phon	Le Phuoc Tiep	Moua Pa
Chea Koun	To Long Than	Lo Chou
Kem Chum	Ho Thich	Chang Bee
Sam Serei	Chau Huy	Fang Blia
Kong Kea	Hua Buu Muoi	Kong Nhia
Samreth Pech	Trach Thien	Phang Ka Ying
Men Bora	Ma Xao	Kue Neng
Chhim Mara	Giang Han	Hang You

Lao	*Vietnamese*
Somphone Thammavongsa	Nguyen Van Giao
Khamsing Chanthalangsy	Tran Thi Xuan
Bounphet Sengsopha	Le Kim Anh
Thongsavanh Mahaxay	Huynh Thi Tuyet Nga
Phonekco Phouthavong	Truong Quang Hung
Chanhkham Luangaphay	Vo My Dung
Bouabane Sivongsa	Pham Duc Kien
Sengchanh Keomanyvong	Dang Thi Huong
Vanthong Phansavath	Ngo Trung Hieu
Sysouvanh Xayarath	Do Ngoc Lam
Phoxay Vansirivong	Hoang Thien Tam
Somsanouk Xaykosy	Phan Thi Thanh Minh
Phengsy Douangphayvong	Vu Dang Nghia
Sisouk Insisiengmay	Duong Thi Phuong Mai

5. Some Major Differences between Indochinese Languages and English

A few general remarks should be made about the languages represented in the above charts:

1. Many consonant sounds, e.g., *—b, —d, —f, —g, —dj, —l, —r, —s, —v, —ks,* and *—z* may not occur in final position. Even when *p, t* and *k* do occur in final position, they are often unaspirated and, therefore, barely audible to the American ear. Excepting the *ng* sound, the Hmong language has no consonant sounds occuring in final position.
2. Consonant cluster (blend) sounds do not occur in final position; e.g., in words such as a*ct,* chu*rch,* thi*rd,* wea*lth,* fi*st,* si*x.*
3. Verbs do not change form; e.g., eat, eat*s, ate,* eat*en,* eat*ing.*
4. No articles occur: e.g., *a, an,* and *the.*
5. Plural endings on nouns do not occur; e.g., two person*s.*
6. Possessive endings do not occur; e.g., John*'s* book.
7. No prefixes or suffixes occur; e.g., *un*fold or happ*iness.*
8. No infinitives occur; e.g., *to hear.*
9. No distinction is made between subjective, objective, and possessive pronouns; e.g., *I, me* and *my.* The same word is used for all three cases; e.g., *I go, They like I,* and *Book of I.*
10. Word order may be different; modifiers and classifiers may follow the words they modify; e.g., *I have bread white three loaves,* or *I have three loaves bread white.*
11. Predicate adjectives do not require the use of the verb *to be;* e.g., "The house is beautiful" translates as *house beautiful.*
12. No subject-auxiliary word inversion occurs in negative statements; e.g., "Bill does not know" translates as *Bill not know.*
13. Negative interrogative statements are confusing; e.g., "Don't you like it?" might be answered, "Yes, I don't like it."
14. No subject-auxiliary word inversion occurs in interrogative statements; e.g., "Does Jim work here" translates as *Jim work here* + [question particle].

In highlighting some of the primary differences between Indochinese languages and English, the major sources of difficulty for Indochinese refugees learning to speak English become immediately apparent.

Appendix B
Indochinese Refugee Education Guides

The following material can be obtained from:
National Indochinese Clearinghouse
Center for Applied Linguistics
3520 Prospect Street N.W.
Washington, D.C. 20007

They are also available through the ERIC system (Educational Resources Information Center). Photocopies can be obtained from your nearest ERIC library facility or you can order copies from the *ERIC Document Reproduction Service,* P.O. Box 190, Arlington, VA 22210. If you have any questions regarding the photocopy service, please call the EDRS Customer Service Representative at (703) 844-1212.

*The articles marked with an asterisk are most relevant for Lao and Cambodian students.

Preschool Education Series	*Search #*
1. ESL in Kindergarten: Orientation and Scheduling	ED116476
2. ESL in Kindergarten: Teaching Pronunciation and Grammar	ED116477
3. ESL in Kindergarten: Testing Young Children	ED116478
4. ESL in Kindergarten: Language and Concept Development	ED116479
Elementary Education Series	
*1. On Keeping Lines of Communication with Indochinese Children Open	ED116482
2. Classroom Instructions in Vietnamese: Inside the Classroom	ED116483
3. Vietnamese History, Literature and Folklore	ED116484
4. Classroom Instruction in Vietnamese: Outside the Classroom	ED116485
5. Continuing English Studies During the Summer	ED125302
6. Supplemental ESL Activities for Classroom Teachers	ED153498
Intermediate/Secondary Series	
1. Vietnamese History, Literature and Folklore	ED116480
2. Detailed Content of Vietnamese Secondary Education	ED129069
3. Continuing English Studies During the Summer	ED125302
Educational Administration Series	
*1. On Assimilating Vietnamese and Cambodian Students in U.S. Schools	ED125302
*2. Meeting English Language Needs of Indochinese Students	ED116481
Bilingual/Bicultural Series	
*1. Information for Administrators and Teachers	ED125308
2. A Selected, Annotated Bibliography of Bilingual/Bicultural Education	ED153496
3. A Model for Bilingual Language Skills Building	ED134028
Adult Education Series	
1. Teaching English to Adult Refugees	ED125303
2. A Selected, Annotated Bibliography of Materials for Teaching English to Indochinese Refugee Adults (Summer, 1979 revision)	ED175288
*3. Learning English a Different Way (one paper written in English, Vietnamese, Cambodian)	ED129061
4. ESL Reading Materials for Adults	ED129062
5. Recreational Reading in Vietnamese	ED129063
6. English Lessons for Refugee Adults: A Guide for Volunteers, Tutors, and Teachers	ED129068
7. English Pronunciation Exercises for Speakers of Vietnamese	ED135244
8. A Guide to Manpower/Vocational ESL	ED188499
General Information Series	
*1. Hints for Tutors	ED116486
*2. Testing English Language Proficiency	ED116487
3. Education in Vietnamese Fundamental Principles and Curricula	ED116488
4. Teaching English Pronunciation to Vietnamese	ED125304
5. Teaching English to Vietnamese: Textbooks	ED116489
6. A Brief Look at the Vietnamese Language: Sounds and Spellings	ED125305
*7. Testing the Reading Ability of Cambodians	ED116490
8. Academic Resources for Language and Culture	ED116491
9. A Selected Bibliography of Dictionaries	ED163768
*10. Teaching English Pronunciation to Speakers of Black Tai (Tai Dam)	ED116493
11. Teaching English Structures to the Vietnamese	ED125306
12. Supplement to "An Annotated Bibliography for Teaching English to the Vietnamese"	ED122631
13. Perspectives on a Cross-Cultural Problem: Getting to Know the Vietnamese	ED129067

*14. The Hmong Language: Sounds and Alphabets ED157400
*15. The Hmong Language: Sentences and Phrases ED158592
*16. Glimpses of Hmong Culture and Recent History in Laos ED159901
*17 An Annotated Bibliography of Materials on the Hmong of Laos ED159902
*18. Teaching English to Cambodian Students ED165467
*19. Teaching English to Speakers of Lao ED177907
*20. English Language Testing ED183016
*21. English Pronunciation Lessons for Hmong ED188498

A Manual for Indochinese Refugee Education: 1976–77 (Kindergarten–12th grade) ED195236

Appendix C
Teaching ESL to Illiterate Teenagers and Adults
An Annotated Bibliography

Hunter Pendleton
TESOL Program
University of Maryland at College Park

Teaching ESL to people who are not literate in their native language is a topic on which very little has been written. Indeed, many authors seem to have simply ignored the problems inherent in the task of teaching today's ESL class. Simply, many of the immigrants coming to the United States today are not literate in their first language. Most of the items below are not specifically on the topic but have been included because the techniques and information could easily be adapted. However, item 10 is specifically on the topic and is highly recommended.

1. Broughton, G., and others. *Teaching English as a Foreign Language*, 2nd edition. London: Routledge & Kegan Paul, 1980.

   The chapter on reading includes an intermittent but continuing discussion on teaching first language illiterates to read. This turns out to be a rather thorough discussion including techniques and materials production and ideas.

2. Emanuel, M. "Read and Question: A Question-Forming Exercise." *ELT Journal*, 35, 2 1/81.

   This article explains a procedure for practicing question formation and content anticipation with a small group. One student reads a story silently and the others prepare questions based on written and visual clues. They then question the reader about the content.

3. Epstein, K. K. "The Road to Literacy: Teaching a 16-Year-Old to Read." *Journal of Reading*, 25, 6, 3/81.

   This article tells the step-by-step process by which an American student learned to read. The entire program is described. Important steps are peer instruction, confidence building, the LEA, including the student in classroom activities, and taking advantage of the student's known strengths—in this case the student's sociability. An encouraging and interesting account.

4. Evans, D. R. *Games and Simulations in Literacy Training*. International Institution for Advanced Literacy Methods, 1979. ERIC ED174957.

   The editor of the series begins by saying that this monograph is on instructional techniques. That is, "matching learners, learning media, and learning environments to make teaching and learning more effective." All games and the method are said to be "appropriate technology" and have been used successfully in the field. Literacy workers are reminded of the importance of using games and simulations as a catalyst for learning, and to take time for "processing the experience." Rationales for using games and simulations are discussed in terms of raising motivation, prompting active participatory learning, providing applications to real settings and roles, flexibility, and ease of use. 24 games are included for examples.

5. Gunter, J. *Letter Fluency Games*. Technical Note #9, Amherst: University of Massachusetts, Center for International Education, 1975. ERIC ED175024.

   "The concept behind a letter fluency game is that of isolating certain component skills of literacy for practice . . . ." This note discusses 14 literacy games used by a literacy project in Ecuador. Many can be adapted for ESL literacy training. There is also a good discussion of the philosophical and practical development of the games chosen for this project.

6. Hay, W. *Adult Literacy in Britain*. Annotated Bibliography. London: the Library Association, 1978.

   This is a collection of references on the literacy movement in Britain during the 1970's. Centered around efforts by the BBC, the movement attacked all levels of illiteracy. There are six areas represented in the bibliography: (1) the background with "the meaning of literacy and a chronological overview of Britain's literacy movement," (2) the BBC initiatives and campaign, (3) the development of provision, which refers to the different ways various institutions and governments provide literacy training services, (4) tutors and tutor training, (5) students, and (6) aspects of teaching. While all of these materials seem to be impossible to get in the Washington, D.C. area, the bibliography is available at the library of the University of Maryland's College of Library and Information Services and the publishers and agencies are listed in the book.

7. Kapinus, B. A. "Miniclinics: Small Units of Reading Instruction Can Be a Big Help." *ELT Journal*, 35, 2, 1/81.

   An area is identified for a miniclass and through content-teacher cooperation students attend and work on specific points presented. For ESL students, they could be taught as needed to clear up special problems. A complete explanation of organization, student motivation, content-teacher cooperation and involvement, grading and assessment.

8. Larson, M. L. and P. M. Davis, eds. *Bilingual Education: An Experience in Peruvian Amazonia*. Summer Institute of Linguistics, Dallas. Washington, D.C.: Center for Applied Linguistics, 1981.

This is a large book describing in detail a comprehensive bilingual education project in Peru that started 25 years ago. The preface warns that this is a program worked out on the practical level and is not assumed to be a treatise on general principles of education. Of the five sections of the book, #4, "*The Preparation of Materials in the Vernacular* Languages," may be most helpful for the ESL literacy teacher. Titles in section 4 are (15) The Application of Linguistics to the Preparation of Didactic Materials, (16) The Challenges of Primer Making, (17) Culturally Adapted Education, (18) Training Native Authors in Writers' Workshops, (19) Creative Writing in Amuesha Bilingual School.

9. Salimbene, S. "Non-frontal Teaching Methods and the Effects of Group Cooperation and Student Responsibility in the EFL Classroom." *ELT Journal,* 35, 1, 1/81.

   This article presents an original approach to breaking up an ESL class into groups. The logic is presented for each main point: (1) reorganization of classroom space to break the mold of *teacher space-student space* and to form groups; (2) development of group responsibility making the group the authority through directed activities; (3) the teacher's role in the student-centered classroom changes. The teacher observes, adjusts, plans, participates, and is a source.

10. "Teaching ESL to Illiterate Adults." Indochinese Refugee Education Guides, Adult Education Series #9. Washington, D.C.: Center for Applied Linguistics, 1981.

    This guide is the only item devoted entirely to teaching English to illiterate adults. The introduction clearly explains the issues involved and defines some basic terms. The two articles are written by two teachers professionally involved with illiterate adults. They both teach ESL to illiterate adults, develop programs and courses, and write their own materials or find out who does and use it. Both include samples of their lessons and beginning meterials which they offer to other teachers for use in their classrooms. The second article includes lists of minimal competencies for each behavioral objective. These task-oriented goals are practically oriented for functional literacy and beginning ESL classes.

11. Thonis, E. W. *Teaching Reading to Non-English Speakers.* New York: Collier McMillan, 1976.

    This is a thorough book. The author includes theoretical and practical discussions on students illiterate in the first language. The chapter on materials preparation is the most helpful.

12. Watson, C. R. J. "Classroom Discussion as a Prelude to Reading." *ELT Journal,* 35, 1, 1/81.

    The introductory paragraphs to the article are of use to the ESL literacy teacher. The idea of prelude discussions is a sound one and the methods of group discussion can be modified for low-level ESL students and non-literates.

13. Woodward, M. R. "A Tutorial Component in the ESL Writing Course." *ELT Journal,* 35, 1, 1/81.

    Discusses the benefits of individual tutorials of 10 minutes to one hour for students struggling with writing: the advanced students aren't bored and the slower students aren't intimidated or left behind. The article includes classroom organization for other students, individual help tailored to each student, error correction, reduced teacher time in correction where not effective, and time management.

Appendix D
Sources for Lao and Hmong Materials

Indochinese Community Health and Education Project
3930 Utah Street
Suite J
San Diego, CA 92104

Asian Resource Center
247 West 23rd Place
Chicago, IL 60616
(312) 225-4652

Indochinese Materials Center
U.S. Department of Education
324 East 11th Street
9th Floor
Kansas City, MO 64106
(816) 374-3976

Office of Refugee Resettlement
Department of HHS
Room 1229 Switzer Building
330 C Street S.W.
Washington, D.C. 20201
(202) 426-6510
(800) 424-0212

Mid-America Center for Bilingual Materials Development
University of Iowa
N310 Oakdale Campus
Oakdale, IA 52319
(319) 353-5400

Lutheran Immigration and Refugee Service
360 Park Avenue South
New York, NY 10010
(800) 223-7656

Modulearn, Inc.
P.O. Box 667
San Juan Capistrano, California 92693
(800) 854-3508

In Chicago area contact:
Mr. Dick Patchin
Delta Systems Co., Inc.
215 North Arlington Hts. Rd.
Arlington Hts., IL 60004
(312) 394-5760
(800) 323-8270

Also:
National Geographic Society
Pragmatics, International
MRC
APPLE
USGPO
NIC/TAC CAL
RRP (x-GICAA)

Bilingual Education Technical Assistance Center
Tacoma Public Schools
708 South G. St.
Tacoma, WA 98405
(206) 593-6980

National Clearinghouse for Bilingual Education
1300 Wilson Blvd, Suite B2-11
Rosslyn, VA 22209
(800) 336-4560

Indochinese Resettlement Office
Department of Social Services
462 Michigan Plaza
1200 Sixth St.
Detroit, MI 48226
(313) 256-1081

Orbis Publications
1105 Lantana Drive
Los Angeles, CA 90042

Appendix E
Sources for Cambodian Materials

Asian Resource Center
247 West 23rd Place
Chicago, IL 60616
(312) 225-4652

BABEL Resource Center
2168 Shattuck Ave., Rm. 217
Berkeley, CA 94704
(415) 549-1820

Bilingual Education Technical Assistance Center
Tacoma Public Schools
708 South G. ST.
Tacoma, WA 98405
(206) 593-6980

Indochinese Community Health and Education Project
3930 Utah Street
Suite J
San Diego, CA 92104

Indochinese Materials Center
U.S. Department of Education
324 East 11th Street
9th Floor
Kansas City, MO 64106
(316) 374-3976

Khmer Research Organization
6030 Belleview Drive
Falls Church, VA 22041
In Chicago area contact:
Mr. Kompha Seth
Asian Human Services
3745 N. Clark St.
Chicago, IL 6061 3
(312) 871-3840

Lutheran Immigration and Refugee Service
360 Park Avenue South
New York, NY 10010
(800) 223-7656

Modulearn, Inc.
P.O. Box 667
San Juan Capistrano, CA 92693
(800) 854-3508
In Chicago area contact:
Mr. Dick Patchin
Delta Systems Co., Inc.
215 North Arlington Hts. Rd.
Arlington Hts., IL 60004
(312) 394-5760
(800) 323-8270

National Clearing House for Bilingual Education
1300 Wilson Blvd., Suite B2-11
Rosslyn, VA 22209
(800) 336-4560

Oakland Public Schools
Office of Bilingual Education
314 East 10th St.
Oakland, CA 94606

Office of Refugee Resettlement
Department pf HHS
Room 1229 - Switzer Building
330 C Street S.W.
Washington, D.C. 20201
(202) 426-6510
(800) 424-0212

Orbis Publications
1105 Lantana Drive
Los Angeles, CA 90042

National Geographic Society
MRC
USGPO
NIC/TAC CAL
RRP (x-GICAA)

Appendix F
Teaching English to Speakers of Other Languages
(General Reference)

Title	*Source*
Elementary School Level	
Elementary Reading in English	Regents Publishing Company Two Park Avenue New York, New York 10016
Elementary Step by Step with Pictures	Regents Publishing Company
Essential Idioms in English	Regents Publishing Company
Welcome to English	Regents Publishing Company
Skits in English as a Second Language	Regents Publishing Company
English as a Second Language, from Theory to Practice	Regents Publishing Company
English around the World Beginner Book through Level VI (Skillsbooks, Activities Books with Supplemental Tests, Teacher's Guidebooks)	Scott, Foresman and Company 1900 East Lake Avenue Glenview, Illinois 60025
English for a Changing World, Levels I-VI (Exercise Books, Textbooks, Teacher's Guidebooks)	Scott, Foresman and Company
Welcome to English Levels I-VI (Textbooks, Teacher's Guidebooks)	English Language Services 16250 Ventura Boulevard Suite 345 Encino, California 91436
Foundations for Reading and Writing, Levels I-VI (Workbooks)	English Language Services
New Ways to English Levels I-III (Textbooks, Teacher's Manual, Tape)	English Language Services
English for International Communication (Intercom) Levels I-III (Textbooks, Teacher's Editions)	American Book Company 135 West 50th Street New York, New York 10020
The Magic of English (Beginning Experiences in English as a Second Language) Student's and Teacher's Edition	Harper & Row, Publishers, Inc. 10 East 53rd Street New York, New York 10022
Learning English as a Second Language for Secondary Schools and Continuing Education Level I-V, Book I-IV	Oceana Publications, Inc. 75 Main Street Dobbs Ferry, New York 10522
Finding the Main Idea and Supporting Details Levels A-C	Oceana Publications, Inc.
Detecting Sequence of Events, Levels A-D	Oceana Publications, Inc.
Critical Reading, Levels A-F	Oceana Publications, Inc.
Following Directions, Levels A-F	Oceana Publications, Inc.
Drawing Conclusions, Levels A-D	Oceana Publications, Inc.
Use of Context Clues, Levels A-F	Oceana Publications, Inc.
Jazz Chants for Children (Rhythms of American English through Chants, Songs, and Poems)	Oxford University Press 200 Madison Avenue New York, New York 10016
Jazz Chants for Children (60-min. tape to accompany the book)	Oxford University Press
Secondary School/Adult Levels	
Building English Sentences with Be	Institute of Modern Languages, Inc. 2622 Pittman Drive Silver Spring, MD 20710
Building English Sentences with One Verb	Institute of Modern Languages, Inc.
Building English Sentences with Two Verbs	Institute of Modern Languages, Inc.
Building English Sentences with Verbals	Institute of Modern Languages, Inc.

Building English Sentences with Adverbs	Institute of Modern Languages, Inc.
Alternatives in Building English Sentences	Institute of Modern Languages, Inc.
Building Complex English Sentences	Institute of Modern Languages, Inc.
Building English Sentences with Adjectives	Institute of Modern Languages, Inc.
Building English Sentences with Auxiliary Verbs	Institute of Modern Languages, Inc.
Building English Sentences with Verbs and Verb Phrases	Institute of Modern Languages, Inc.
Focus on Composition	Oxford University Press
English Sentence Structure (Textbook, Workbook, and Answer Key)	University of Michigan Press 839 Greene Street Ann Arbor, MI 48106
English Pattern Practices	University of Michigan Press
Improving Aural Comprehension: Teacher's Book of Readings (Student's Workbook)	University of Michigan Press
Listening Dictation: Understanding English Sentence Structure	University of Michigan Press
Writing as a Thinking Process	University of Michigan Press
Linguistics Across Cultures (Applied Linguistics for Language Teachers)	University of Michigan Press
Reading in English (for students of English as a Second Language)	Prentice-Hall, Inc. Englewood Cliffs, NJ 07632
Principles of Language Learning and Teaching	Prentice-Hall, Inc.
Speak English! (Text I)	Institute of Modern Languages, Inc.
Curricular and Supplementary Materials for Teaching Cambodians	Institute of Modern Languages, Inc.
Everyday English for Cambodians (Cambodian and English)	Indochinese Center for Material Development and Training 500 South Dwyer Avenue Arlington Heights, IL 60005
Cambodia: A Resource Guide for Teachers (English)	Indochinese Materials Center U.S. Department of Education 324 E. 11th Street 9th Floor Kansas City, MO 64106
Tips on the Care and Adjustment of Lao and Cambodian Children in the United States (Methods and hints to increase understanding of refugee behavior, actions, and background)	Indochinese Materials Center
Laotian Supplementary: A Comparison of Laotian and American Educational Methods and Systems (English)	Indochinese Materials Center
A Guide for Teaching *the Lao* (for Lao, Thai, Dam, Hmong)	Apple, Inc. P. O. Box 1914 Des Moines, IA 50306
Laotian Themes (English) (Regional Bilingual Training Resource Center, Brooklyn, NY)	Indochinese Materials Center
Understanding Your Laotian Students (Orientation for Teachers)	Indochinese Materials Center
Your Child's Emotional Health (Handbook) Indochinese Community Health and Education Project, San Diego, CA (Laotian)	Indochinese Materials Center

Appendix G
Permission Letters to Parents
(English, Laotian, Cambodian)

Dear Parent:

We want to help your child to learn to read in English. A special summer English program for foreign students who need special help with reading will be offered this summer.

Dates: July 22–August 4
(for students)

Time: 8:30–11:30

Place: Northwestern High School
7000 Adelphi Road
Hyattsville, Maryland

We will help your child to learn English by having him/her work with a group of teachers. We will transport the children from your neighborhood to Northwestern High School and back.

Thank you.

Permission to Participate

I want my child to participate in the special English as a Second Language (ESOL) classes at Northwestern High School this summer. Check *one* box.

☐ Yes ☐ No

His name is: _____

His age is: _____

Our address is: _____

_____

_____

Our telephone number is _____

Return this permission sheet to your child's ESOL teacher tomorrow.

ເຖິງ ພໍ່ແມ່ຜູ້ປົກຄອງ

ພວກຂ້າພະເຈົ້າຢາກຈະຊຸກຍູ້ໃຫ້ລູກຫຼານຂອງພວກທ່ານເຂົ້າຮ່ວມໂຮງຮຽນ
ລ່ວງໜ້າ ຢ່າງໜ້ອຍ. ເພື່ອໃຫ້ການປັບຕົວເຂົ້າກັບໂຮງຮຽນ ງ່າຍຂຶ້ນ ສໍາລັບ
ນັກຮຽນຕ່າງປະເທດ. ຜູ້ທີ່ຕ້ອງການເຂົ້າຮ່ວມໂຮງຮຽນ ກ່ອນເປີດພາກຮຽນ
ປົກກະຕິ ຈະມີການຮຽນ ໃນລະຫວ່າງ ວັນທີ 22 ກໍລະກົດ ຫາ 4 ສິງຫາ.

ວັນເວລາ July 22 - August 4.
(ວັນຈັນ ຫາ ວັນສຸກ)

ເວລາ 8:30 — 11:00

ສະຖານທີ່ Northwestern High School
7000 Adelphi Road.
HYATTSVILLE, Maryland.

ພວກຂ້າພະເຈົ້າ ຈະຊຸກຍູ້ ລູກຫຼານຂອງພວກທ່ານ ເຂົ້າຮ່ວມໂຮງຮຽນ ກ່ອນເປີດ
ພາກຮຽນ ປົກກະຕິ ດ້ວຍ. ພວກຂ້າພະເຈົ້າ ຈະມີພາຫະນະ ຮັບ-ສົ່ງ ໄປ-ກັບ
ຢ່າງໃດ ກໍ ຂໍ ໃຫ້ ທ່ານ ແຈ້ງ ໃຫ້ ທາງ ໂຮງ ຮຽນ ຊາບ ໃນ ໃບ ລົງ ທະ ບຽນ ໄປ ກ່ອນ ເດືອນ
ເທົ່າ ໃດ ກໍ ຂໍ ໃຫ້ ສົ່ງ ຄືນ ມາ ໂຮງ ຮຽນ ເຖິງ. ຂໍ ຂອບ ໃຈ.

ພາກ ສ່ວນ ທີ ສອງ.

ຂ້າພະເຈົ້າ ຕ້ອງການ ໃຫ້ ລູກ ຫຼານ ມີ ສ່ວນ ຮ່ວມ ໃນ ການ ຮຽນ ພາສາ ອັງ ກິດ ເພີ່ມ
ຂຶ້ ເປັນ ພາສາ ທີ ສອງ ທີ ພວກ ເຂົາ ເຈົ້າ ຈະ ນໍາ ໄປ ສໍ ສະ ກູ ນ ໃນ ລະ ດູ ຮຽນ ປົກ ກະ ຕິ.
ພ້ອມ ນີ້ ຂ້າ ພະ ເຈົ້າ ຂໍ ສົ່ງ ຄືນ ມາ ໃຫ້ ທ່ານ.

☐ ໄດ້ ☐ ບໍ່

ຊື່ ນັກ ຮຽນ ແລະ ນາມ ສະ ກຸນ _____

ອາ ຍຸ _____

ຫ້ອງ _____

ລາຍ ເຊັນ ຜູ້ ປົກ ຄອງ _____

ថ្ងៃទី ៥ ខែ មិថុនា ឆ្នាំ 1981

សាស្ត្រាចារ្យ ជាតិ ជាទីស្រឡាញ់

យើងខ្ញុំជាសិស្សសាស្ត្រាចារ្យកំពង់ចាមសូមគោរពជូនដំណឹងដល់
លោកគ្រូអ្នកគ្រូទាំងអស់ថា យើងខ្ញុំនឹងរៀបចំជួបជុំគ្នាដើម្បីសំណេះសំណាល
ដូចសព្វដងដែរ។ ហេតុនេះសូមគោរពអញ្ជើញលោកគ្រូអ្នកគ្រូទាំងអស់ចូលរួម
ដោយគោរពនូវពេលវេលាដូចខាងក្រោម៖

ពេលវេលា : ចាប់ផ្តើមម៉ោង ៤ ល្ងាច ថ្ងៃសៅរ៍ ទី 4 ខែ កក្កដា.
(សាកល្បងប៉ុណ្ណោះ)

ព្រឹក : ចាប់ពីម៉ោង 8:30 ដល់ម៉ោង 11:30

ទីកន្លែង : Nothwestern High Shool
7000 Adelphi Road
Hyattsville, Maryland.

យើងនឹងរៀបចំអាហារថ្ងៃត្រង់ជូនលោកគ្រូអ្នកគ្រូទាំងអស់ដោយ
ចៃដន្យ។ យើងនឹងរៀបចំកម្មវិធីសិល្បៈជូនលោកគ្រូអ្នកគ្រូដែរ
Nothwestern High Shool ស្ថិតនៅជិតសាលាចាស់ស្ថិតនៅ។

សូមគោរព

ការស្នើសុំចុះឈ្មោះចូលរៀន

ខ្ញុំបាទ/នាងខ្ញុំសូមស្នើសុំឲ្យកូនប្រុស/កូនស្រីរបស់ខ្ញុំបានចុះឈ្មោះចូលរៀនថ្នាក់ ESOL
នៅសាលារៀន Nothwestern High Shool ក្នុងឆ្នាំសិក្សានេះ។

តើអ្នកមានកូនណាមួយដែលត្រូវចូលរៀនថ្នាក់ ESOL ដែរឬទេ?

☐ មាន ☐ គ្មាន

ឈ្មោះកូនទី១ :
អាយុ :

ឈ្មោះកូនទី២ :
អាយុ :

* សូមបញ្ជាក់ឲ្យបានច្បាស់លាស់ពីឈ្មោះ ថ្ងៃខែឆ្នាំកំណើត របស់កូនដែលអ្នកចង់ឲ្យចុះឈ្មោះចូលរៀន។